

Relationships and sex education policy (from 2020)

Holt House and Carterknowle Schools Federation



Approved by: [Name]

Date: [Date]

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1. Aims

The aims of relationships and sex education (RSE) at our school are to:

- Provide a framework in which sensitive discussions can take place
- Prepare pupils for puberty, and give them an understanding of sexual development and the importance of health and hygiene
- Help pupils develop feelings of self-respect, confidence and empathy
- Create a positive culture around issues of sexuality and relationships
- Teach pupils the correct vocabulary to describe themselves and their bodies
- Support the school’s ethos of nurturing a caring community

2. Statutory requirements

As a maintained primary school we must provide relationships education to all pupils as per section 34 of the Children and Social work act 2017.

However, we are not required to provide sex education but we do need to teach the elements of sex education contained in the science curriculum.

In teaching RSE, we must have regard to guidance issued by the secretary of state as outlined in section 403 of the Education Act 1996.

At Holt House and Carterknowle we teach RSE as set out in this policy.

3. Policy development

This policy has been developed in consultation with governors, staff, pupils and parents. The consultation and policy development process involved the following steps:

1. Review – a member of staff pulled together all relevant information including relevant national and local guidance.
2. Staff consultation – all teaching staff were given the opportunity to look at the policy and make recommendations on 15 January 2020.
3. Parent/stakeholder consultation – parents and any interested parties were invited to attend meetings about the policy at 9am and 5pm on 12 November 2019.
4. Pupil consultation – we discuss with pupils what they want from their RSE as part of the RSE lessons.
5. Drafting of policy – a member of staff pulled together all relevant information including relevant national and local guidance and feedback from the consultations and drafted the policy.
6. The draft policy was shared with governors and then circulated to parents for further feedback.
7. Ratification – once amendments were made, the final policy was shared with governors and ratified.

4. Definition

RSE teaches children and young people how to be safe and healthy. It teaches them how to manage their academic, personal and social lives in a positive way. RSE involves a combination of sharing information, and exploring issues and values. RSE is not about the promotion of sexual activity or lifestyles.

Relationships Education: the focus is on teaching the fundamental building blocks and characteristics of positive relationships, with particular reference to friendships, family relationships, and relationships with other children and with adults. These areas of learning are taught within the context of family life taking care to ensure that there is no stigmatisation of children based on their home circumstances (families can include single parent families, LGBT parents, families headed by grandparents, adoptive parents, foster parents/carers amongst other structures) along with reflecting sensitively that some children may have a different structure of support around them (for example: looked after children or young carers).

Health Education: the focus is on teaching the characteristics of good physical health and mental wellbeing. Teachers should be clear that mental wellbeing is a normal part of daily life, in the same way as physical health.

Sex Education: the focus is on teaching children the facts about puberty (preparing boys and girls for the changes that adolescence brings) and reproduction (how a baby is conceived and born). Parents have the right to withdraw their child(ren) from sex education lessons.

5. Curriculum

Our curriculum is set out as per Appendix 1 but we may need to adapt it as and when necessary. Parents will be kept informed.

We have developed the curriculum in consultation with parents, pupils and staff, taking into account the age, needs and feelings of pupils. If pupils ask questions outside the scope of this policy, teachers will respond in an appropriate manner so they are fully informed and don't seek answers online.

For more information about our curriculum, see our curriculum map in Appendix 1.

6. Delivery of RSE

RSE is taught within the personal, social, health and economic (PSHE) education curriculum. Biological aspects of RSE are taught within the science curriculum, and other aspects are included in religious education (RE).

Pupils also receive stand-alone sex education sessions.

For more information about our RSE curriculum, see Appendices 1 and 2.

7. Roles and responsibilities

7.1 The governing body

The governing board has delegated the approval of this policy to its Equality and Standards Committee

The committee will hold the headteacher to account for its implementation.

7.2 The headteacher

The headteacher is responsible for ensuring that RSE is taught consistently across the school, and for managing requests to withdraw pupils from non-statutory/non-science components of Sex Education (see section 8).

7.3 Staff

Staff are responsible for:

- Delivering RSE in a sensitive way

- Modelling positive attitudes to RSE
- Monitoring progress
- Responding to the needs of individual pupils
- Responding appropriately to pupils whose parents wish them to be withdrawn from the non-statutory/non-science components of Sex Education

Staff do not have the right to opt out of teaching RSE. Staff who have concerns about teaching RSE are encouraged to discuss this with the headteacher. All class teachers are responsible for teaching RSE.

7.4 Pupils

Pupils are expected to engage fully in RSE and, when discussing issues related to RSE, treat others with respect and sensitivity.

8. Parents' right to withdraw

Parents do not have the right to withdraw their children from relationships education.

Parents have the right to withdraw their children from the non-statutory/non-science components of sex education within RSE.

Requests for withdrawal should be put in writing using the form found in Appendix 3 of this policy and addressed to the headteacher.

Alternative work will be given to pupils who are withdrawn from sex education.

9. Training

Staff are trained on the delivery of RSE as part of their induction and it is included in our continuing professional development calendar.

The headteacher will also invite visitors from outside the school, such as school nurses or sexual health professionals, to provide support and training to staff teaching RSE.

10. Monitoring arrangements

The delivery of RSE is monitored by senior leaders through:

Planning scrutinies. lesson visits, children and staff surveys

Pupils' development in RSE is monitored by class teachers as part of our internal assessment systems.

As a statutory policy, this policy will be reviewed by the School Development Committee annually. Any changes will be consulted upon and reviewed by the Equalities and Standards Committee. At every annual review, the policy will be approved by the Chair of Governors.

Appendix 1: Curriculum map

Early Years

Personal, Social and Emotional Development: Making relationships			
	A Unique Child: observing what a child is learning	Positive Relationships: what adults could do	Enabling Environments: what adults could provide
 22-36 months	<ul style="list-style-type: none"> Interested in others' play and starting to join in. Seeks out others to share experiences. Shows affection and concern for people who are special to them. May form a special friendship with another child. 	<ul style="list-style-type: none"> Ensure that children have opportunities to join in. Help them to recognise and understand the rules for being together with others, such as waiting for a turn. Continue to talk about feelings such as sadness, happiness, or feeling cross. Model ways of noticing how others are feeling and comforting/helping them. 	<ul style="list-style-type: none"> Make time for children to be with their key person, individually and in their key group. Create areas in which children can sit and chat with friends, such as a snug den and cosy spaces. Provide resources that promote cooperation between two children such as a big ball to roll or throw to each other.
 30-50 months	<ul style="list-style-type: none"> Can play in a group, extending and elaborating play ideas, e.g. building up a role-play activity with other children. Initiates play, offering cues to peers to join them. Keeps play going by responding to what others are saying or doing. Demonstrates friendly behaviour, initiating conversations and forming good relationships with peers and familiar adults. 	<ul style="list-style-type: none"> Support children in developing positive relationships by challenging negative comments and actions towards either peers or adults. Encourage children to choose to play with a variety of friends from all backgrounds, so that everybody in the group experiences being included. Help children understand the feelings of others by labeling emotions such as sadness, happiness, feeling cross, lonely, scared or worried. Plan support for children who have not yet made friends. 	<ul style="list-style-type: none"> Plan activities that require collaboration, such as parachute activities and ring games. Provide stability in staffing, key person relationships and in grouping of the children. Provide time, space and materials for children to collaborate with one another in different ways, for example, building constructions. Provide a role-play area resourced with materials reflecting children's family lives and communities. Consider including resources reflecting lives that are unfamiliar, to broaden children's knowledge and reflect an inclusive ethos. Choose books, puppets and dolls that help children explore their ideas about friends and friendship and to talk about feelings, e.g. someone saying "You can't play".
 40-60+ months	<ul style="list-style-type: none"> Initiates conversations, attends to and takes account of what others say. Explains own knowledge and understanding, and asks appropriate questions of others. Takes steps to resolve conflicts with other children, e.g. finding a compromise. <p>Early Learning Goal Children play co-operatively, taking turns with others. They take account of one another's ideas about how to organise their activity. They show sensitivity to others' needs and feelings, and form positive relationships with adults and other children.</p>	<ul style="list-style-type: none"> Support children in linking openly and confidently with others, e.g. to seek help or check information. Model being a considerate and responsive partner in interactions. Ensure that children and adults make opportunities to listen to each other and explain their actions. Be aware of and respond to particular needs of children who are learning English as an additional language. 	<ul style="list-style-type: none"> Ensure that children have opportunities over time to get to know everyone in the group, not just their special friends. Ensure children have opportunities to relate to their key person, individually and in small groups. Provide activities that involve turn-taking and sharing in small groups.

Children develop at their own rates, and in their own ways. The development statements and their order should not be taken as necessary steps for individual children. They should not be used as checklists. The age/stage bands overlap because these are not fixed age boundaries but suggest a typical range of development.

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The development of positive relationships is a key strand that runs through every area of learning in the early years. There is a specific learning intention about families. This contributes to the early learning goal: *showing sensitivity to others needs and feelings.*

Learning Intention

- To recognise that all families are different

Learning Outcomes

- Identify different members of the family
- Understand how members of a family can help each other

Resources

- *The Family Book*, Todd Parr
- Families pictures

Y1	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Project Title	Super scientists	Marvellous materials	Amazing animals		Perfect plants	
Living in the Wider World	How do we decide how to behave? Class rules; respecting others' needs; behaviour; listening; feelings and bodies can be hurt		What can we do with money? How do we feel? Where money comes from; spending; saving; keeping money safe Different kinds of feelings; strategies to manage feelings; change and loss		How do we keep safe? Keeping safe in familiar and unfamiliar situations; household products (including medicines) can be harmful; secrets and surprises; appropriate/inappropriate touch; who helps keep us safe; asking for help	
Health	Growing and Caring for Ourselves Keeping Clean (CWP)		L1 - Recognising feelings: identifying feelings words L2 – Recognising feelings words, 'Big Feelings' and expressions.			
Relationships		What makes us special? Respecting similarities and differences between people; special people; that everyone is unique; but that everyone has similarities Different types of families (CWP)				
Substance Education (CWP scheme)					Medicines and People who help us (3 lessons)	
Sheffield Online Safety Curriculum	Lifestyle and Health (2 lessons)				The Social Web (3 lessons)	
National Curriculum Science overlap			Growing and Caring for Ourselves Lesson 2: Growing and Changing (1 lesson)			

Year 1	PSHE Long Term Planning	
	Learning Opportunities	Focus
<p>Autumn 1</p> <p>How do we decide how to behave?</p>	<p>L1. how they can contribute to the life of the classroom and school</p> <p>L2. to help construct, and agree to follow, group, class and school rules and to understand how these rules help them</p> <p>R2. to recognise that their behaviour can affect other people</p> <p>R4. to recognise what is fair and unfair, kind and unkind, what is right and wrong</p> <p>R6. to listen to other people and play and work cooperatively (including strategies to resolve simple arguments through negotiation)</p> <p>R7. to offer constructive support and feedback to others</p> <p>R11. that people's bodies and feelings can be hurt (including what makes them feel comfortable and uncomfortable)</p> <p>R12. to recognise when people are being unkind either to them or others, how to respond, who to tell and what to say</p>	<p>Pupils learn:</p> <ul style="list-style-type: none"> • about group and class rules and why they are important • about respecting the needs of ourselves and others • about different types of behaviour and how this can make others feel • about listening to others and playing cooperatively • that bodies and feelings can be hurt • to understand some basic hygiene principles
<p>Autumn 2</p> <p>What makes us special?</p>	<p>R8. to identify and respect the differences and similarities between people</p> <p>R9. to identify their special people (family, friends, carers), what makes them special and how special people should care for one another</p> <p>L8. ways in which they are all unique; understand that there has never been and will never be another 'them'</p> <p>L9. ways in which we are the same as all other people; what we have in common with everyone else</p>	<p>Pupils learn:</p> <ul style="list-style-type: none"> • about the importance for respect for the differences and similarities between people • to identify their special people (family, friends, and carers), what makes them special and how special people should care for one another • that everybody is unique • about the ways we are the same as other people • to explore different types of families and who to ask for help
<p>Spring 1</p> <p>What can we do with money?</p>	<p>L6. that money comes from different sources and can be used for different purposes, including the concepts of spending and saving</p> <p>L7. about the role money plays in their lives including how to keep it safe, choices about spending or saving money and what influences those choices</p>	<p>Pupils learn:</p> <ul style="list-style-type: none"> • about where money comes from and what it is used for • about spending and saving money • about how to keep money safe

<p>Spring 2</p> <p>How do we feel?</p>	<p>H4. about good and not so good feelings, a vocabulary to describe their feelings to others and to develop simple strategies for managing feelings</p> <p>H5. about change and loss and the associated feelings (including moving home, losing toys, pets or friends)</p>	<p>Pupils learn:</p> <ul style="list-style-type: none"> • about different kinds of feelings • simple strategies to manage feelings • about how it feels when there is change or loss • to recognise a range of emotions • to use words to describe feelings
<p>Summer 1 and 2</p> <p>How do we keep safe?</p>	<p>H11. that household products, including medicines, can be harmful if not used properly</p> <p>H12. rules for and ways of keeping physically and emotionally safe including responsible ICT use and online safety, road safety, cycle safety and safety in the environment, rail, water and fire safety</p> <p>H13. about people who look after them, their family networks, who to go to if they are worried and how to attract their attention</p> <p>H14. about the ways that pupils can help the people who look after them to more easily protect them</p> <p>H15. to recognise that they share a responsibility for keeping themselves and others safe, when to say, 'yes', 'no', 'I'll ask' and 'I'll tell' including knowing that they do not need to keep secrets</p> <p>R3. the difference between secrets and nice surprises (that everyone will find out about eventually) and the importance of not keeping any secret that makes them feel uncomfortable, anxious or afraid</p> <p>R10. to judge what kind of physical contact is acceptable, comfortable, unacceptable and uncomfortable and how to respond (including who to tell and how to tell them)</p>	<p>Pupils learn:</p> <ul style="list-style-type: none"> • that household products, including medicines, can be harmful if not used correctly • about rules for keeping safe (in familiar and unfamiliar situations) • how to ask for help if they are worried about something • about the importance of not keeping secrets that make them feel uncomfortable, anxious or afraid • To identify how to stay healthy • To explore when and how to take medicines safely • To identify who should be able to give us medicine

Y2	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Project Title	Staying Alive	Magnificent materials	Home and Away		Seaside Rescue	
Living in the Wider World	What is the same and different about us? Recognise what they are good at; set simple goals; growing; and changing and being more independent; naming body parts correctly (including external genitalia); belonging to different groups	How can we help? Group and class rules and why they are important; respecting own and others' rights and need; privacy; looking after the environment	How can we keep safe in different places? Rules for keeping safe in different places; including online; people who work in the community; asking for help; including in an emergency		What is bullying? How do we show our feelings?	
Health	How can we be healthy? Things that keep bodies and minds healthy (activity, rest, food); hygiene routines; healthy choices					
Relationships	CWP Lesson 1: Boys and Girls: differences and stereotypes				What is bullying? Hurtful teasing and bullying is wrong, what to do about bullying; unsafe secrets; inappropriate touch what to do if it happens How do we show our feelings? Different kinds of feelings; strategies to manage feelings; change and loss; recognising how others are feeling; sharing feelings L3: Recognising feelings: hearing, drawing and being	
Sex Education			CWP Lesson 2: Differences between male and female and how this is part of the lifecycle			

Substance Education (CWP scheme)	Keeping Safe Lesson 2: Hazardous Substances		Keeping Safe Lesson 1: Risk Lesson 3: Safety Rules			
Sheffield Online Safety Curriculum			Commercial Risk (3 lessons)	Protecting Ourselves (3 lessons)	News and Information (3 lessons)	
National Curriculum Science overlap	CWP Lesson 3: The names for the main parts of the body, including penis and vagina.		Notice that animals, including humans, have offspring which grow into adults.			

Year 2	PSHE Long Term Planning	
	PSHE Association Programme of Study Learning Opportunities	Objectives
Autumn 1 How can we be healthy? What is the same and different about us?	H1. what constitutes, and how to maintain, a healthy lifestyle including the benefits of physical activity, rest, healthy eating and dental health H2. to recognise what they like and dislike, how to make real, informed choices that improve their physical and emotional health, to recognise that choices can have good and not so good consequences H6. the importance of, and how to, maintain personal hygiene about people who look after them, their family networks, who to go to if they are worried and how to attract their attention H7. how some diseases are spread and can be controlled; the responsibilities they have for their own health and that of others; to develop simple skills to help prevent diseases spreading H3. to think about themselves, to learn from their experiences, to recognise and celebrate their strengths and set simple but challenging goals H8. about the process of growing from young to old and how people's needs change H9. about growing and changing and new opportunities and responsibilities that increasing independence may bring H10. the names for the main parts of the body (including external genitalia) and the bodily similarities and differences between boys and girls R8. to identify and respect the differences and similarities between people	Pupils learn: <ul style="list-style-type: none"> • about some of the things that keep our bodies healthy (physical activity, sleep, rest, healthy food) • about making healthy choices • about basic personal hygiene routines and why these are important • to recognise what they are good at and set simple goals • about growing, changing and becoming more independent • the correct names for the main parts of the body of boys and girls • about the importance of respect for differences and similarities between people • about groups and communities that they belong to

	L4. that they belong to different groups and communities such as family and school	<p>Relationships Education:</p> <ul style="list-style-type: none"> To introduce the concept of male and female and gender stereotypes <p>Sex Education (optional):</p> <ul style="list-style-type: none"> Differences between male and female and how this is part of the lifecycle. <p>Science National Curriculum:</p> <ul style="list-style-type: none"> The names for the main parts of the body, including penis and vagina. <p>Substance Education: Keeping Safe</p> <p>CWP Resources</p> <ul style="list-style-type: none"> To be able to identify some hazardous substances (class assembly powerpoints)
<p>Autumn 2</p> <p>How can we help?</p>	<p>L1. how they can contribute to the life of the classroom and school</p> <p>L2. to help construct, and agree to follow, group, class and school rules and to understand how these rules help them</p> <p>L3. that people and other living things have rights and that everyone has responsibilities to protect those rights (including protecting others' bodies and feelings; being able to take turns, share and understand the need to return things that have been borrowed)</p> <p>L5. what improves and harms their local, natural and built environments and develop strategies and skills needed to care for these (including conserving energy)</p> <p>H16. what is meant by 'privacy'; their right to keep things 'private'; the importance of respecting others' privacy</p>	<p>Pupils learn:</p> <ul style="list-style-type: none"> about group and class rules and why they are important about respecting the needs of ourselves and others about looking after the local environment about privacy in different contexts
<p>Spring 1 and 2</p> <p>How can we keep safe in different places?</p>	<p>H12. rules for and ways of keeping physically and emotionally safe including responsible ICT use and online safety, road safety, cycle safety and safety in the environment, rail, water and fire safety</p> <p>H13. about people who look after them, their family networks, who to go to if they are worried and how to attract their attention</p> <p>H14. about the ways that pupils can help the people who look after them to more easily protect them</p> <p>H15. to recognise that they share a responsibility for keeping themselves and others safe, when to say, 'yes', 'no', 'I'll ask' and 'I'll tell' including knowing that they do not need to keep secrets</p>	<p>Pupils learn:</p> <ul style="list-style-type: none"> about rules for keeping safe (in familiar and unfamiliar situations) how to ask for help if they are worried about something about the people who work in their community how to get their help, including in an emergency

	<p>L10. about the 'special people' who work in their community and who are responsible for looking after them and protecting them; how people contact those special people when they need their help, including dialling 999 in an emergency.</p>	<p>Sex Education (optional):</p> <p>To explore some of the differences between males and females and to understand how this is part of the lifecycle.</p> <p>Substance Education: Keeping Safe (CWP)</p> <p>To explore substances and situations that are safe or unsafe</p> <p>To consider safety rules for at home and at school</p>
<p>Summer 1 and 2</p> <p>What is bullying? How do we show our feelings?</p>	<p>R3. the difference between secrets and nice surprises (that everyone will find out about eventually) and the importance of not keeping any secret that makes them feel uncomfortable, anxious or afraid</p> <p>R10. to judge what kind of physical contact is acceptable, comfortable, unacceptable and uncomfortable and how to respond (including who to tell and how to tell them)</p> <p>R13. to recognise different types of teasing and bullying, to understand that these are wrong and unacceptable</p> <p>R14. strategies to resist teasing or bullying, if they experience or witness it, whom to go to and how to get help</p> <p>H13. about people who look after them, their family networks, who to go to if they are worried and how to attract their attention</p> <p>H14. about the ways that pupils can help the people who look after them to more easily protect them</p> <p>H15. to recognise that they share a responsibility for keeping themselves and others safe, when to say, 'yes', 'no', 'I'll ask' and 'I'll tell' including knowing that they do not need to keep secrets</p>	<p>Pupils learn:</p> <ul style="list-style-type: none"> • about the importance of not keeping secrets that make them feel uncomfortable, anxious or afraid • about appropriate and inappropriate touch • that hurtful teasing and bullying is wrong • what to do if teasing and bullying is happening <p>Mental Health: Recognising feelings (1 lesson) PSHE association Pupils learn: about a range of feelings to tell how other people are feeling to ask for help with our big feelings</p>

Y3	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Project Title	There's No Place Like Home		May the Force Be With You	Let's Rock	Grow It, Cook It, Eat It	Vini, Vidi, Vici
Living in the Wider World	What are the rules that keep us safe? Keeping safe in local environment; how to get help in an emergency; people who help them stay safe	What are we responsible for? Responsibilities; rights and duties at home; in school and the local environment.	What jobs would we like? What it means to be enterprising; working collaboratively to the shared goals; recognise achievements and set targets			
Health	Importance of school rules for health and safety; hygiene routines;				How can we eat well? How can we eat well? What makes a balanced lifestyle; balanced diet; making choices; what influences choices	
Relationships	Difference between appropriate and inappropriate touch; how to respond;	How actions affect self and others. Different types of families and who to go to for help and support.	What is meant by stereotypes;	What can we do about bullying? What can we do about bullying? Recognising bullying; how to respond and ask for help; people who help them stay healthy and safe		How can we describe our feelings? How can we describe our feelings? Wider range of feelings; conflicting feelings experiences at the same time; describing feelings; feelings associated with change; recognising wider range of feelings in others; responding to other's feelings

Substance Education (CWP scheme)					Smoking (3 lessons)	
Sheffield Online Safety Curriculum				The Social Web	Lifestyle and Health	
National Curriculum Science overlap		Differences between names and females and names of body parts.				Recognising feelings: Facial Bingo (1 lesson)

Year 3	PSHE Long Term Planning	
	PSHE Association Programme of Study Learning Opportunities	PSHE Association Primary Planning Toolkit Objectives
Autumn 1 What are the rules that keep us safe?	H15. school rules about health and safety, basic emergency aid procedures, where and how to get help H12. that bacteria and viruses can affect health and that following simple routines can reduce their spread H21. strategies for keeping physically and emotionally safe including road safety and safety in the environment (including rail, water and fire safety) H23. about people who are responsible for helping them stay healthy and safe; how they can help these people to keep them healthy and R8. to judge what kind of physical contact is acceptable or unacceptable and how to respond R9. the concept of 'keeping something confidential or secret', when they should or should not agree to this and when it is right to 'break a confidence' or 'share a secret'	Pupils learn: <ul style="list-style-type: none"> • about the importance of school rules for health and safety • that simple hygiene routines can prevent the spread of bacteria and viruses • about how to get help in an emergency • about keeping safe in the local environment • about people who help them stay healthy and safe • about the difference between acceptable and unacceptable physical contact • how to respond to unacceptable physical contact • about the concept of keeping something confidential or secret • about when they should or should not agree to keeping a secret
Autumn 2 What are we responsible for?	L7. that they have different kinds of responsibilities, rights and duties at home, at school, in the community and towards the environment; to continue to develop the skills to exercise these responsibilities R7 that their actions affect themselves and others	Pupils learn: <ul style="list-style-type: none"> • about their responsibilities, rights and duties (home, school and the environment) • how actions can affect ourselves and others.

		<p>Valuing Difference and Keeping Safe (3 lessons)</p> <p>CWP Resources</p> <p>To explore the differences between males and females and to name the body parts</p> <p>To consider touch and to know that a person has the right to say what they like and dislike</p> <p>To explore different types of families and who to go to for help and support</p>
<p>Spring 1</p> <p>What jobs would we like?</p>	<p>R16. to recognise and challenge stereotypes</p> <p>L16. what is meant by enterprise and begin to develop enterprise skills</p> <p>R11. to work collaboratively towards shared goals</p> <p>H15. to reflect on and celebrate their achievements, identify their strengths and areas for improvement, set high aspirations and goals</p>	<p>Pupils learn:</p> <ul style="list-style-type: none"> • about what is meant by ‘stereotypes’ • about what it means to be ‘enterprising’ • about working collaboratively toward shared goals • to recognise their achievements and set personal targets for the future
<p>Spring 2</p> <p>What can we do about bullying?</p>	<p>R18. how to recognise bullying and abuse in all its forms (including prejudice based bullying both in person, online and through social media)</p> <p>H23. about people who are responsible for helping them stay healthy and safe; how they can help these people to keep them healthy and safe</p>	<p>Pupils learn:</p> <ul style="list-style-type: none"> • to recognise bullying • how to respond and ask for help • about people who help them stay healthy and safe <p>Sheffield Online Safety Curriculum: The Social Web</p> <p><i>Friendship Online</i></p> <p>Identify how to be kind in online social environments Understand that peer pressure can make us do inappropriate or unkind things</p> <p>Understand that friends should behave in a certain way, whether they are online or offline.</p>

<p>Summer 1</p> <p>How can we eat well?</p>	<p>H1. what positively and negatively affects their physical, mental and emotional health</p> <p>H2. how to make informed choices (including recognising that choices can have positive, neutral and negative consequences) and to begin to understand the concept of a 'balanced lifestyle'</p> <p>H3. to recognise opportunities and develop the skills to make their own choices about food, understanding what might influence their choices and the benefits of eating a balanced diet</p>	<p>Pupils learn:</p> <ul style="list-style-type: none"> • about what makes a 'balanced lifestyle' • about making choices in relation to health • about what makes up a balanced diet • about opportunities they have to make their own choices about food • about what influences their choices about food <hr/> <p>Drugs and Alcohol Education: Smoking (3 lessons)</p> <p>CWP Resources</p> <p>To consider smoking and its effects</p> <p>To understand the impact of smoking and passive smoking</p> <p>To know some strategies to prevent starting smoking</p> <hr/> <p>Sheffield Online Safety Curriculum: Lifestyle and Health</p> <p><i>Screen Time</i></p> <p>Understand that the amount of time we spend, and the activities that we do online, can affect our well-being.</p> <p><i>Sleep</i></p> <p>Understand that getting enough sleep is related to our mental health.</p> <p>Deciding What is Appropriate</p> <p>Understand that not everything on the internet is appropriate for children.</p>
<p>Summer 2</p> <p>How can we describe our feelings?</p>	<p>H6. to deepen their understanding of good and not so good feelings, to extend their vocabulary to enable them to explain both the</p> <p>H7. to recognise that they may experience conflicting emotions and when they might need to listen to, or overcome these</p> <p>H8. about change, including transitions (between key stages and schools),</p>	<p>Pupils learn:</p> <ul style="list-style-type: none"> • about a wider range of feelings, both good and not so good • that people can experience conflicting feelings at the same time • about describing their feelings to others

	loss, separation, divorce and bereavement	<p>Mental Health: Understanding feelings: body feelings (1 lesson) PSHE association</p> <p>to deepen their understanding of good and not so good feelings, to extend their vocabulary to enable them to explain both the range and intensity of their feelings to others</p> <p>strategies for keeping physically and emotionally safe</p> <p>to recognise and respond appropriately to a wider range of feelings in others</p> <p>to recognise and care about other people's feelings</p>
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Y4	Autumn 1	Autumn 2	Spring 1+2	Summer 1	Summer 2
Project Title	Our Greek Odyssey	Act One, Scene One	Tales As Old As Time	Wired for Sound	Still Life
Living in the Wider World	<p>What is diversity? What is diversity? Difference and diversity of people living in the UK;</p>	<p>How can we be a good friend? Resolving differences; feedback</p>			
Health			<p>How do we grow and change? How do we grow and change? Changes that happen at puberty; keeping good hygiene; describing intensity of feelings to others; managing complex emotions;</p>	<p>How can we keep safe in our local area? How can we keep safe in our local area? Managing risk in familiar situations and the local environment; feeling negative pressure and managing this; recognising and managing dares; actions affect themselves and others; people who help them stay healthy and safe</p>	

Relationships	What is diversity? values and customs of people around the world; stereotypes	How can we be a good friend? How can we be a good friend? Recognise wider range of feelings in others; responding to feelings; strategies to resolve disputes; negotiation and compromise	How do we grow and change? Different types of relationships; what makes a healthy relationship (friendship); maintaining positive relationships; who is responsible for their health and wellbeing; to ask for advice	How can we keep safe in our local area? Recognising and managing dares; actions affect themselves and others; people who help them stay healthy and safe
Sex Education			Explore how puberty is linked to reproduction (CWP 3)	
Substance Education (CWP Scheme)				Alcohol (3 lessons)
Sheffield Online Safety Curriculum		Protecting Ourselves	Commercial Risks	News and Information
National Curriculum Science overlap			Describe the changes as humans develop to old age.	

Year 4	PSHE Long Term Planning	
	PSHE Association Programme of Study Learning Opportunities	PSHE Association Primary Planning Toolkit Objectives
Autumn 1 What is diversity?	L11. to appreciate the range of national, regional, religious and ethnic identities in the United Kingdom L12. to consider the lives of people living in other places, and people with different values and customs R16. to recognise and challenge stereotypes	Pupils learn: • to appreciate difference and diversity (people living in the UK) • about the values and customs of people around the world • about what is meant by 'stereotypes'
Autumn 2	R1. to recognise and respond appropriately to a wider range of feelings in	Pupils learn:

<p>How can we be a good friend?</p>	<p>others</p> <p>R2. to recognise what constitutes a positive, healthy relationship and develop the skills to form and maintain positive and healthy relationships</p> <p>R12. to develop strategies to resolve disputes and conflict through negotiation and appropriate compromise and to give rich and constructive feedback and support to benefit others as well as themselves</p> <p>L8. to resolve differences by looking at alternatives, seeing and respecting others' points of view, making decisions and explaining choices</p>	<ul style="list-style-type: none"> • to recognise a wider range of feelings in others • about responding to how others are feeling • to develop strategies to resolve disputes and conflict through negotiation and appropriate compromise and to give rich and constructive feedback and support to benefit others as well as themselves • about resolving differences – agreeing and disagreeing <p>Sheffield Online Safety Curriculum: Protecting Ourselves</p> <p><i>Online Strangers</i></p> <p>Understand that people on the internet are not always who they say they are, and may have malicious intentions.</p> <p><i>Sharing Online</i></p> <p>Understand that we must keep our personal information safe.</p>
<p>Spring 1 and 2</p> <p>How do we grow and change?</p>	<p>H7. to recognise that they may experience conflicting emotions and when they might need to listen to, or overcome these</p> <p>H8. about change, including transitions (between key stages and schools), loss, separation, divorce and bereavement</p> <p>H12. to understand that bacteria and viruses affect health and simple routines reduce their spread</p> <p>H18. how their body will, and their emotions may, change as they approach and move through puberty</p> <p>H23. about people who are responsible for helping them stay healthy and safe; how they can help these people to keep them healthy and safe</p> <p>R2. to recognise what constitutes a positive, healthy relationship and develop the skills to form and maintain positive and healthy relationships</p> <p>R4. to recognise different types of relationship, including those between acquaintances, friends, relatives and families</p>	<p>Pupils learn:</p> <ul style="list-style-type: none"> • how to further describe the range and intensity of their feelings to others • how to manage complex or conflicting emotions • about the changes that happen at puberty • how the spread of infection can be prevented • about who is responsible for their health and wellbeing • where to get help advice and support • about different types of relationships (friends, families, couples, marriage, civil partnership) • about what constitutes a positive, healthy relationship • about the skills to maintain positive relationships <p>Growing Up (3 lessons)</p> <p>CWP Resources</p> <p>Science National Curriculum:</p> <ul style="list-style-type: none"> • to explore the human lifecycle <p>Health Education:</p> <ul style="list-style-type: none"> • to identify some basic facts about puberty <p>Sex Education (optional):</p> <ul style="list-style-type: none"> • to explore how puberty is linked to reproduction

		<p>Mental Health: Understanding feelings: body feelings (1 lesson) PSHE association to recognise and respond appropriately to a wider range of feelings in others to recognise and care about other people's feelings</p>
<p>Summer 1 and 2 How can we keep safe in our local area?</p>	<p>H9. to differentiate between the terms, 'risk', 'danger' and 'hazard' H10. to recognise, predict and assess risks in different situations and decide how to manage them responsibly (including sensible road use and risks in their local environment) and to use this as an opportunity to build resilience</p> <p>H11. to recognise how their increasing independence brings increased responsibility to keep themselves and others safe</p> <p>H13. how pressure to behave in unacceptable, unhealthy or risky ways can come from a variety of sources, including people they know and the media</p> <p>H14. to recognise when they need help and to develop the skills to ask for help; to use basic techniques for resisting pressure to do something dangerous, unhealthy, that makes them uncomfortable or anxious or that they think is wrong</p> <p>H21. strategies for keeping physically and emotionally safe including road safety (including cycle safety), and safety in the environment (including rail, water and fire safety)</p> <p>H23. about people who are responsible for helping them stay healthy and safe; how they can help these people to keep them healthy and safe</p> <p>R7. that their actions affect themselves and others</p> <p>R15. to recognise and manage 'dares'</p>	<p>Pupils learn:</p> <ul style="list-style-type: none"> • about managing risk in familiar situations and keeping safe • about feeling negative pressure and how to manage this • about keeping safe in the local environment • about people who help them stay healthy and safe • how actions can affect ourselves and others • To recognise and manage dares <p>Drugs and Alcohol Education (3 lessons) CWP Resources</p> <p>To understand the effect alcohol has on the body To understand the risks related to drinking alcohol To consider how society limits the drinking of alcohol</p> <p>Sheffield Online Safety Curriculum: Commercial Risks</p> <p><i>Advertising</i></p> <p>Understand that websites use our age to target advertisements at us</p> <p><i>Personal Information</i></p> <p>Have a more thorough and sophisticated understanding of personal information Understand that websites store a lot of our information</p> <p><i>Copyright</i></p> <p>Understand that Copyright means that it can be illegal to use other people's music, videos, images and words</p> <p><i>Suspicious Messages</i></p>

		<p>Understand that computer viruses can be sent via email, message and from files downloaded from the internet Understand that people’s motivations are often financial, and that if it sounds too good to be true, then it probably is. Understand the need to question messages</p> <p><i>Passwords</i></p> <p>Understand that secure passwords are important, and consider how to make them strong</p> <p>Sheffield Online Safety Curriculum: News and Information</p> <p><i>Digital Media</i></p> <p>Become more digitally literate by being able to analyse digital content</p> <p><i>Media Bias</i></p> <p>Understand that not everything they read is true or without bias. Understand that bias can mislead readers, and that there are multiple perspectives to many stories.</p> <p><i>Verifying Content/Echo Chambers</i></p> <p>Understand how different groups have their own motivations, often based around commercial or ideological reasons Understand how social media tends to limit the number of opposing views that we encounter</p>
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Y5	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Project Title	Carterknowle - Masterchef	To Infinity and Beyond...	The First Kingdom	Into the Melting Pot	Dangerous or Endangered?	The Sword in the Stone
Living in the Wider World	What makes a community? What it means to be in a community;					How can we manage our money? How can we manage our money? About the

	groups and individuals that support the local community; voluntary, community and pressure groups; appreciating the range of identities in the UK; values and customs of people living around the world				role of money; ways of managing money; being a critical consumer; that images in the media do not necessarily reflect reality
Health		Developing positive coping strategies (mental health and wellbeing)	What choices help health? What makes a balanced lifestyle; making choices; what is meant by a habit; drugs common to everyday life; who helps them stay healthy and safe Puberty CWP: <ul style="list-style-type: none"> - emotional and physical changes that occur during puberty - managing physical and emotional changes - the impact of puberty on the body and the importance of hygiene 	Gauging our feelings (mental health and wellbeing)	
Relationships		What does discrimination mean? What does discrimination mean? Actions can affect self and others; discrimination, teasing and bullying; stereotypes; differences and similarities between people; equalities			
Sex Education			Puberty CWP: <ul style="list-style-type: none"> - how puberty affects the reproductive organs 		

Substance Education (CWP Scheme)			Legal and illegal drugs (3 lessons)		
Sheffield Online Safety Curriculum				Lifestyle and Health The Social Web: How can we be safe online and using social media? How can we be safe online and using social media? Keeping safe and well using a mobile phone; strategies for managing personal safety online; managing requests for images; personal boundaries;	Commercial Risks
National Curriculum Science overlap			Living Things and Their Habitats Describe the life process of some plants and animals <i>(Non-Statutory Guidance - Pupils should find out about different types of reproduction, including sexual and asexual reproduction in animals)</i> Animals Including Humans Pupils should be taught to describe the changes as humans develop to old age		

Year 5	PSHE Long Term Planning	
	PSHE Association Programme of Study Learning Opportunities	PSHE Association Primary Planning Toolkit Objectives
Autumn 1 What makes a community?	L9. what being part of a community means, and about the varied institutions that support communities locally and nationally L10. to recognise the role of voluntary, community and pressure groups, especially in relation to health and wellbeing L11. to appreciate the range of national, regional, religious and ethnic	Pupils learn: <ul style="list-style-type: none"> • about what it means to be a part of a community • about different groups / individuals that support the local community • about the role of voluntary, community and pressure groups • to appreciate the range of national, regional, religious and ethnic identities in

	<p>identities in the United Kingdom</p> <p>L12. to consider the lives of people living in other places, and people with different values and customs</p>	<p>the UK</p> <ul style="list-style-type: none"> • about the lives, values and customs of people living in other places
<p>Autumn 2</p> <p>What does discrimination mean?</p>	<p>R7. that their actions affect themselves and others</p> <p>R14. to realise the nature and consequences of discrimination, teasing, bullying and aggressive behaviours (including cyber-bullying, use of prejudice based language, 'trolling', how to respond and ask for help)</p> <p>R18. how to recognise bullying and abuse in all its forms (including prejudice based bullying both in person, online and through social media)</p> <p>R13. that differences and similarities between people arise from a number of factors, including family, cultural, ethnic, racial and religious diversity, age, sex and disability (see 'protected characteristics' in the Equality Act 2010)</p> <p>R16. to recognise and challenge stereotypes</p>	<p>Pupils learn:</p> <ul style="list-style-type: none"> • how actions can affect ourselves and others • about discrimination, teasing, bullying and aggressive behaviour and its effect on others • about the factors that make people the same or different • to recognise and challenge 'stereotypes' <p>Mental Health: Developing positive coping strategies lesson 1 (1 lesson) PSHE association</p> <p>what positively and negatively affects their physical, mental and emotional health to deepen their understanding of good and not so good feelings, to extend their vocabulary to enable them to explain both the range and intensity of their feelings to others to recognise that they may experience conflicting emotions and when they might need to listen to their emotions or overcome them that pressure to behave in an unacceptable, unhealthy or risky way can come from a variety of sources, including people they know strategies for keeping physically and emotionally safe to recognise and respond appropriately to a wider range of feelings in others that their actions affect themselves and others</p>
<p>Spring 1 and 2</p> <p>What choices help health?</p>	<p>H1. what positively and negatively affects their physical, mental and emotional health</p> <p>H2. how to make informed choices (including recognising that choices can have positive, neutral and negative consequences) and to begin to understand the concept of a 'balanced lifestyle'</p> <p>H16. what is meant by the term 'habit' and why habits can be hard to change</p> <p>H17. which, why and how, commonly available substances and drugs (including</p>	<p>Pupils learn:</p> <ul style="list-style-type: none"> • about what makes a 'balanced lifestyle' • about making choices in relation to health • about what is meant by a habit • how habits can be hard to change • about drugs that are common in everyday life (medicines, caffeine, alcohol

	<p>alcohol, tobacco and 'energy drinks') can damage their immediate and future health and safety; that some are restricted and some are illegal to own, use and give to others</p> <p>H23. about people who are responsible for helping them stay healthy and safe; how they can help these people to keep them healthy and safe</p> <p>R7. that their actions affect themselves and others</p>	<p>and tobacco)</p> <ul style="list-style-type: none"> • about people who help them stay healthy and safe • how actions can affect ourselves and others <p>Drugs and Alcohol Education: Legal and Illegal Drugs (3 lessons)</p> <p>CWP Resources</p> <p>To explore a range of legal and illegal drugs, their risks and effects</p> <p>To have considered the children's attitudes and beliefs about drug use and drug users</p> <p>To have considered strategies to resist drug use</p> <p>Health Education (CWP)</p> <ul style="list-style-type: none"> - emotional and physical changes that occur during puberty - managing physical and emotional changes - the impact of puberty on the body and the importance of hygiene <p>Sex Education (optional) (CWP):</p> <ul style="list-style-type: none"> - how puberty affects the reproductive organs
<p>Summer 1</p> <p>How can we be safe online using social media?</p>	<p>H22. strategies for keeping safe online; the importance of protecting personal information, including passwords, addresses and the distribution of images of themselves and others</p> <p>H24. the responsible use of mobile phones: safe keeping (looking after it) and safe user habits (time limits, use of passcode, turning it off at night etc.)</p> <p>H25. how to manage requests for images of themselves or others; what is and is not appropriate to ask for or share; who to talk to if they feel uncomfortable or are concerned by such a request</p> <p>R21. to understand personal boundaries; to identify what they are willing to</p>	<p>Pupils learn:</p> <ul style="list-style-type: none"> • how to keep safe and well when using a mobile phone • about strategies for managing personal safety – online • what to consider before sharing pictures of themselves and others online • about the importance of keeping personal boundaries and the right to privacy • to be critical of what they see and read in the media • to critically consider information they choose to forward to others

	<p>share with their most special people; friends; classmates and others; and that we all have rights to privacy</p> <p>L17. to understand personal boundaries; to identify what they are willing to share with their most special people; friends; classmates and others; and that we all have rights to privacy</p> <p>L18. to critically examine what is presented to them in social media and why it is important to do so; understand how information contained in social media can be misrepresented or mislead; the importance of being careful what you forward to others</p>	<p>Mental Health: Gauging our feelings (1 lesson) PSHE association</p> <p>what positively and negatively affects their physical, mental and emotional health to deepen their understanding of good and not so good feelings, to extend their vocabulary to enable them to explain both the range and intensity of their feelings to others</p> <p>to recognise that they may experience conflicting emotions and when they might need to listen to their emotions or overcome them</p> <p>strategies for keeping physically and emotionally safe</p> <p>to recognise and respond appropriately to a wider range of feelings in others that their actions affect themselves and others</p> <hr/> <p>Sheffield Online Safety Curriculum: Lifestyle and Health</p> <p><i>Social Media Anxiety</i></p> <p>Understand that social media can exert pressure on us, by making us feel jealous or insecure about our own lives Understand that images and videos that we see online are not always a true reflection of reality</p> <p><i>Self Esteem</i></p> <p>Begin to understand the motivations of the health industry and their advertising and media coverage Understand that people can feel under pressure to behave in certain ways, because of their bodies and gender. Understand that self-esteem and confidence can affect how we behave online</p> <p><i>Inaccurate Health Information</i></p> <p>Become familiar with positive health messages Recognise inaccurate health information</p> <p><i>Digital 5-a-Day</i></p> <p>Recognise that our identities are defined by both our online and offline activities Understand that the online world creates unique issues, which can affect our self-image, mental health and identity</p> <p><i>Online Stereotypes</i></p> <p>Understand that we are often exposed to stereotypes in the media, which can</p>
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		<p>affect the way that we see ourselves and other people.</p> <p><i>Game Ratings</i></p> <p>Understand why age ratings on movies and games are important.</p> <p>Sheffield Online Safety Curriculum: The Social Web</p> <p><i>Control and Consent</i></p> <p>Understand that social media comes with pressure Understand that we have a significant amount of control over our online lives Understand that our actions/lack of actions can have an impact on ourselves and those around us.</p> <p><i>Behaviour Online</i></p> <p>Understand that people sometimes behave online, in a way that they would not in real life. Know a range of strategies to deal with online abuse.</p>
<p>Summer 2</p> <p>How can we manage our money?</p>	<p>L13. To learn about the role money plays in their own and others' lives, including how to manage their money and being a critical consumer</p> <p>H4. To recognise how images in the media (and online) do not always reflect reality and can affect how people feel about themselves</p>	<p>Pupils learn:</p> <ul style="list-style-type: none"> • about the role of money • ways of managing money (budgeting and saving) • about being a critical consumer • that images in the media do not always reflect reality <p>Sheffield Online Safety Curriculum: Commercial Risks</p> <p><i>Internet advertisements and money on the internet</i></p> <p>Understand how money is made on YouTube and other video websites Understand how advertising on the internet allows people to make money from your clicks.</p> <p><i>Personal Information, Terms and Conditions</i></p> <p>Understand that our personal information can be used to make money and target us with advertising.</p> <p><i>Passwords</i></p>

		<p>Understand that we can make ourselves safer online by adjusting privacy settings and that secure passwords can keep our information safe.</p> <p><i>Copyright</i></p> <p>Understand what copyright is, and why it exists.</p> <p><i>In-App Purchases</i></p> <p>Understand that “In-app Purchases” spend real money Realise that children can run up large bills by purchasing games and “In-App Purchases” without realising it.</p>
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Y6	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Project Title	Water, Water Everywhere	Put Out That Light	Together We Can Make a Difference	The Sea Wolves		All The World’s a Stage
Living in the Wider World	<p>How can we manage risk?</p> <p>how anti-social behaviours affect wellbeing; how to handle anti-social or aggressive behaviours</p>	<p>What are our human rights?</p> <p>What are human rights? Why and how laws are made; taking part in making and changing rules; importance of human rights; rights of the child;</p>	<p>What makes us enterprising?</p> <p>What makes us enterprising? Different ways of achieving and celebrating personal goals; high aspirations; growth mind-set; setting up an enterprise; what enterprise means for work and society</p> <p>How can money affect us?</p> <p>Finance and its role in people’s lives; being a critical consumer; what is meant by interest, loan, debt, tax; how resources are allocated and how this affects</p>			

			individuals, communities and the environment; research and debate health and wellbeing issues		
Health	<p>How can we manage risk?</p> <p>How can we manage risk? Increased independence and responsibility; strategies for managing risk; different influences; resisting unhelpful pressure; personal safety; managing requests for images; how anti-social behaviours affect wellbeing</p>	<p>What are our human rights?</p> <p>right to protect their bodies, confidentiality and when to break a confidence</p>		<p>How can we stay healthy?</p> <p>How can we stay healthy? What positively and negatively affects health; informed choices; balanced lifestyle; how drugs can affect health and safety; the law and drugs; who is responsible for their health and wellbeing</p> <p>Puberty (CWP): how the body changes</p> <p>Developing positive coping strategies (lesson 2 and 3)</p>	
Relationships					<p>What makes a healthy and happy relationship?</p> <p>What makes a healthy and happy relationship? Different relationships; what makes positive; healthy relationships; recognise when relationships are unhealthy; committed; loving relationships (including marriage, civil partnership);</p>
Sex Education					Sexual reproduction and puberty: why the body changes; conception and pregnancy
Substance Education (CWP Scheme)				Preventing Early Use (3 lessons)	

Sheffield Online Safety Curriculum		Protecting Ourselves	News and Information		
National Curriculum Science overlap					Evolution and Inheritance Recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents.

Year 6	PSHE Long Term Planning	
	PSHE Association Programme of Study Learning Opportunities	PSHE Association Primary Planning Toolkit Objectives
Autumn 1 How can we manage risk?	H9. to differentiate between the terms, 'risk', 'danger' and 'hazard' H10. to recognise, predict and assess risks in different situations and decide how to manage them responsibly (including sensible road use and risks in their local environment) and to use this as an opportunity to build resilience H11. how pressure to behave in unacceptable, unhealthy or risky ways can come from a variety of sources, including people they know and the media H13. how pressure to behave in unacceptable, unhealthy or risky ways can come from a variety of sources, including people they know and the media H14. strategies for keeping safe online; the importance of protecting personal information, including passwords, addresses and the distribution of images of themselves and others H22. strategies for keeping safe online; the importance of protecting personal information, including passwords, addresses and the distribution of images of themselves and others H25. how to manage requests for images of themselves or others; what is and is not appropriate to ask for or share; who to talk to if they feel uncomfortable or are concerned by such a request L6. to realise the consequences of anti-social, aggressive and harmful behaviours such as bullying and discrimination of individuals and communities; to develop	Pupils learn: <ul style="list-style-type: none"> • about independence, increased responsibility and keeping safe • strategies for managing risk • about different influences on behaviour, including peer pressure and media influence • how to resist unhelpful pressure and ask for help • about strategies for managing personal safety – online • what to consider before sharing pictures of themselves and others online • how anti-social behaviours can affect wellbeing • how to handle, challenge or respond to anti-social or aggressive behaviours • how actions can affect ourselves and others

	<p>strategies for getting support for themselves or for others at risk</p> <p>R7. that their actions affect themselves and others</p>	
<p>Autumn 2</p> <p>What are our human rights?</p>	<p>L2. why and how rules and laws that protect them and others are made and enforced, why different rules are needed in different situations and how to take part in making and changing rules</p> <p>L3. to understand that there are basic human rights shared by all peoples and all societies and that children have their own special rights set out in the United Nations Declaration of the Rights of the Child</p> <p>L4. that these universal rights are there to protect everyone and have primacy both over national law and family and community practices</p> <p>R9. the concept of 'keeping something confidential or secret', when they should or should not agree to this and when it is right to 'break a confidence' or 'share a secret'</p>	<p>Pupils learn:</p> <ul style="list-style-type: none"> • why and how laws are rules and laws are made • how to take part in making and changing rules • about the importance of human rights (and the Rights of the Child) • about the UN declaration on the Rights of the Child • about the right they have to protect their body • that human rights overrule any beliefs, ideas or practices that harm others • about confidentiality • about times when it appropriate and necessary to break a confidence <p>Sheffield Online Safety Curriculum: Protecting Ourselves</p> <p><i>Protecting Our Identity</i></p> <p>Understand that our personal information is valuable, sensitive and private to us.</p> <p>Understand that giving away personal information can lead to both physical and emotional damage Understand that many small details can be pieced together to gain a much more comprehensive set of information about a person.</p> <p><i>Protecting Images of us Online</i></p> <p>Understand that once images are on the internet, we have less control over them.</p> <p>Understand that the Internet Watch Foundation do have the power to take down images of children, if they are inappropriate, but that this is hard to do.</p> <p>Understand that they have a legal right to control pictures of their bodies.</p> <p><i>Unhealthy Attention</i></p> <p>Understand that attention can be both healthy and unhealthy.</p> <p><i>Meeting Online Strangers</i></p>

		<p>Understand that there are dangers online for younger people. Recognise some of the signs of online danger.</p>
<p>Spring 1 What makes us enterprising?</p>	<p>H5. to reflect on and celebrate their achievements, identify their strengths and areas for improvement, set high aspirations and goals</p> <p>L16. what is meant by enterprise and begin to develop enterprise skills personal goals</p> <p>R11. to work collaboratively towards shared goals</p> <p>L13. about the role money plays in their own and others' lives, including how to manage their money and about being a critical consumer</p> <p>L14. to develop an initial understanding of the concepts of 'interest', 'loan', 'debt', and 'tax' (e.g. their contribution to society through the payment of VAT)</p> <p>L15. that resources can be allocated in different ways and that these economic choices affect individuals, communities and the sustainability of the environment across the world</p> <p>L1. to research, discuss and debate topical issues, problems and events that are of concern to them and offer their recommendations to appropriate people</p>	<p>Pupils learn:</p> <ul style="list-style-type: none"> • how finance plays an important part in people's lives • about being a critical consumer • about what is meant by 'interest', 'loan', 'debt' • about the importance of looking after money, including managing loans and debts • that people pay 'tax' to contribute to society • how resources are allocated and the effect this has on individuals, communities and the environment • to research, discuss and debate to discuss and debate issues concerning health and wellbeing • about different ways of achieving and celebrating • how having high aspirations can support personal achievements • what it takes to set up an enterprise • about what enterprise means for work and society <p>Sheffield Online Safety Curriculum: News and Information</p> <p><i>Analysing Digital Media</i></p> <p>Become more digitally literate by being able to analyse digital content.</p> <p><i>Fake News/Altering Images</i></p> <p>Understand that it is easy to edit images using computers, which can make it hard to tell the difference between truth and fake-news.</p>

		<p><i>Verifying Information</i></p> <p>Understand that not everything they read is true or without bias. Understand that bias can mislead readers, and that there are multiple perspectives to many stories.</p> <p><i>Echo Chambers</i></p> <p>Understand how different groups have their own motivations, often based around commercial or ideological reasons</p> <p>Understand how social media tends to limit the number of opposing views that we encounter.</p>
<p>Spring 2</p> <p>How can we stay healthy?</p>	<p>H1. what positively and negatively affects their physical, mental and emotional health</p> <p>H2. how to make informed choices (including recognising that choices can have positive, neutral and negative consequences) and to begin to understand the concept of a 'balanced lifestyle'</p> <p>H17. which, why and how, commonly available substances and drugs (including alcohol, tobacco and 'energy drinks') can damage their immediate and future health and safety; that some are restricted and some are illegal to own, use and give to others</p> <p>H23. about people who are responsible for helping them stay healthy and safe; how they can help these people to keep them healthy and safe</p>	<p>Pupils learn:</p> <ul style="list-style-type: none"> • about positively and negatively affects health and wellbeing (including mental and emotional health) • how to make informed choices that contribute to a 'balanced lifestyle' • which, why and how, commonly available substances and drugs (including alcohol, tobacco and 'energy drinks') can damage their immediate and future health and safety; that some are restricted and some are illegal to own, use and give to others • about who is responsible for their health and wellbeing • where to get help advice and support <p>Mental Health: Developing positive coping strategies (lesson 2 and 3) PSHE association</p> <p>what positively and negatively affects their physical, mental and emotional health to deepen their understanding of good and not so good feelings, to extend their vocabulary to enable them to explain both the range and intensity of their feelings to others</p> <p>to recognise that they may experience conflicting emotions and when they might need to listen to their emotions or overcome them</p> <p>strategies for keeping physically and emotionally safe</p> <p>to recognise and respond appropriately to a wider range of feelings in others that their actions affect themselves and others</p>

		<p>Drugs and Alcohol Education Preventing Early Use (3 lessons)</p> <p>CWP Resources</p> <p>To understand the effects, risks and law relating to cannabis</p> <p>To understand the risk of volatile substance abuse (VSA)</p> <p>To be aware of the options for getting help, advice and support</p>
<p>Summer 1 and 2</p> <p>What makes a healthy and happy relationship?</p>	<p>R2. to recognise what constitutes a positive, healthy relationship and develop the skills to form and maintain positive and healthy relationships</p> <p>R3. to recognise ways in which a relationship can be unhealthy and whom to talk to if they need support</p> <p>R4. to recognise different types of relationship, including those between acquaintances, friends, relatives and families</p> <p>R5. that civil partnerships and marriage are examples of a public demonstration of the commitment made between two people who love and care for each other and want to spend their lives together and that marriage is a commitment freely entered into by both people, that no one should marry if they don't absolutely want to do so or are not making this decision freely for themselves</p> <p>R6. R19. that two people who love and care for one another can be in a committed relationship and not be married or in a civil partnership</p> <p>H19. about human reproduction</p>	<p>Pupils learn:</p> <ul style="list-style-type: none"> • about different types of relationships (friends, families, couples, marriage, civil partnership) • about what constitutes a positive, healthy relationship • about the skills to maintain positive relationships • to recognise when a relationship is unhealthy • about committed loving relationships (including marriage and civil partnership) • that marriage, arranged marriage and civil partnership is between two people who willingly agree • to learn about human reproduction <p>Health Education:</p> <ul style="list-style-type: none"> - To consider puberty and reproduction - Consider physical & emotional behaviour in relationships <p>Sex Education (optional):</p> <ul style="list-style-type: none"> - To explore the process of conception and pregnancy <p>Relationships Education:</p> <ul style="list-style-type: none"> - To explore positive and negative ways of communicating in a relationship <p>Transition to secondary school (1 lesson)</p> <p>Rise above for Schools</p> <p>Identify the differences between primary and secondary school</p> <p>Describe how it might feel to move to secondary school</p>

		Explain different ways of managing change.
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H: Health and Wellbeing

R: Relationships

L: Living in the Wider World



Appendix 2:

Relationships Education

By the end of primary school pupils should know

TOPIC	PUPILS SHOULD KNOW
Families and people who care about me	<ul style="list-style-type: none">• That families are important for children growing up because they can give love, security and stability• The characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other's lives• That others' families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children's families are also characterised by love and care• That stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for children's security as they grow up• That marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong• How to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed
Caring friendships	<ul style="list-style-type: none">• How important friendships are in making us feel happy and secure, and how people choose and make friends• The characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties• That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded• That most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right• How to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed

TOPIC	PUPILS SHOULD KNOW
Respectful relationships	<ul style="list-style-type: none"> • The importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs • Practical steps they can take in a range of different contexts to improve or support respectful relationships • The conventions of courtesy and manners • The importance of self-respect and how this links to their own happiness • That in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority • About different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help • What a stereotype is, and how stereotypes can be unfair, negative or destructive • The importance of permission-seeking and giving in relationships with friends, peers and adults
Online relationships	<ul style="list-style-type: none"> • That people sometimes behave differently online, including by pretending to be someone they are not • That the same principles apply to online relationships as to face-to face relationships, including the importance of respect for others online including when we are anonymous • The rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them • How to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met • How information and data is shared and used online
Being safe	<ul style="list-style-type: none"> • What sorts of boundaries are appropriate in friendships with peers and others (including in a digital context) • About the concept of privacy and the implications of it for both children and adults; including that it is not always right to keep secrets if they relate to being safe • That each person’s body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact • How to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know • How to recognise and report feelings of being unsafe or feeling bad about any adult • How to ask for advice or help for themselves or others, and to keep trying until they are heard • How to report concerns or abuse, and the vocabulary and confidence needed to do so

TOPIC	PUPILS SHOULD KNOW
	<ul style="list-style-type: none"> Where to get advice e.g. family, school and/or other sources

Physical Health and Mental Wellbeing

By the end of primary school pupils should know

TOPIC	PUPILS SHOULD KNOW
Mental wellbeing	<ul style="list-style-type: none"> that mental wellbeing is a normal part of daily life, in the same way as physical health. that there is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations. how to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others' feelings. how to judge whether what they are feeling and how they are behaving is appropriate and proportionate. the benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental wellbeing and happiness. simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests. isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support. that bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing. where and how to seek support (including recognising the triggers for seeking support), including whom in school they should speak to if they are worried about their own or someone else's mental wellbeing or ability to control their emotions (including issues arising online). it is common for people to experience mental ill health. For many people who do, the problems can be resolved if the right support is made available, especially if accessed early enough.

TOPIC	PUPILS SHOULD KNOW
Internet safety and harms	<ul style="list-style-type: none"> • that for most people the internet is an integral part of life and has many benefits. • about the benefits of rationing time spent online, the risks of excessive time spent on electronic devices and the impact of positive and negative content online on their own and others' mental and physical wellbeing. • how to consider the effect of their online actions on others and know how to recognise and display respectful behaviour online and the importance of keeping personal information private. • why social media, some computer games and online gaming, for example, are age restricted. • that the internet can also be a negative place where online abuse, trolling, bullying and harassment can take place, which can have a negative impact on mental health. • how to be a discerning consumer of information online including understanding that information, including that from search engines, is ranked, selected and targeted. • where and how to report concerns and get support with issues online.
Physical Health and Fitness	<ul style="list-style-type: none"> • the characteristics and mental and physical benefits of an active lifestyle. • the importance of building regular exercise into daily and weekly routines and how to achieve this; for example walking or cycling to school, a daily active mile or other forms of regular, vigorous exercise. • the risks associated with an inactive lifestyle (including obesity). • how and when to seek support including which adults to speak to in school if they are worried about their health.
Healthy eating	<ul style="list-style-type: none"> • Pupils should know • what constitutes a healthy diet (including understanding calories and other nutritional content). • the principles of planning and preparing a range of healthy meals. • the characteristics of a poor diet and risks associated with unhealthy eating (including, for example, obesity and tooth decay) and other behaviours (e.g. the impact of alcohol on diet or health).
Drugs, alcohol and tobacco	<ul style="list-style-type: none"> • the facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking.

TOPIC	PUPILS SHOULD KNOW
Health and prevention	<ul style="list-style-type: none"> • how to recognise early signs of physical illness, such as weight loss, or unexplained changes to the body. • about safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer. • the importance of sufficient good quality sleep for good health and that a lack of sleep can affect weight, mood and ability to learn. • about dental health and the benefits of good oral hygiene and dental flossing, including regular check-ups at the dentist. • about personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing. • the facts and science relating to allergies, immunisation and vaccination.
Basic first aid	<ul style="list-style-type: none"> • how to make a clear and efficient call to emergency services if necessary. • concepts of basic first-aid, for example dealing with common injuries, including head injuries.
Changing adolescent body	<ul style="list-style-type: none"> • key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes. • about menstrual wellbeing including the key facts about the menstrual cycle.

Appendix 3: Parent form: withdrawal from sex education

TO BE COMPLETED BY PARENTS			
Name of child		Class	
Name of parent		Date	
Reason for withdrawing from sex education			
Any other information you would like the school to consider			
Parent signature			

TO BE COMPLETED BY THE SCHOOL	
Agreed actions from discussion with parents	<i>Include notes from discussions with parents and agreed actions taken.</i>